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ABSTRACT

The "Practice Teaching Portfolio" is one component of an authentic assessment system for evaluating student teachers that has been implemented in nine professional development schools associated with the University of Memphis. Designed to develop an authentic record of the student teachers' performance, the system combines full lesson observations, related classroom observations, snapshot evaluations, logs, and lesson and unit plans. Contents of the portfolios reflect a differentiated model of evaluation, with contributions from the student teacher, cooperating teacher, and university liaison. Contents include student teacher self-ratings, lesson plans, cooperating teacher evaluative comments, work samples or documents approved by the cooperating teacher, and results of "snapshot evaluations." When conducting "snapshot evaluation," the university liaison uses a structured instrument to observe and note a range of specific classroom behaviors on the part of the student teacher. These snapshot evaluations consist of 9 unannounced 5-minute visits within a 10-week placement period. Student teachers are also required to maintain logs and periodically submit them to the university although the logs are not included in the portfolios or directly considered in evaluations. The differentiated model of student teacher evaluation is a collaborative model in which classroom teachers (cooperating teachers) become equal partners with university liaisons in the supervision of student teachers. This partnership reflects the professional development schools' collaborative approach to other educational activities, including team teaching, joint research, and teacher training. (IAH)

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Differentiated Evaluation in Professional Development Schools: An Alternative Paradigm for Preservice Teacher Evaluation

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Recent media reports have described a variety of education related problems including a number of issues involving teacher education and teacher licensure. The "Nation at Risk," the Holmes Group and others have expressed concern for public schools and higher education as well as offering ideas for the restructuring of these aged bureaucracies. Warnings from Newsweek in its feature article "The Failure of Teacher Education (October, 1990), "Tomorrow's Schools" (Holmes, 1986), and Research on Teacher Education (Lainer and Little, 1986) all reflect a high level of concern for teacher education. Roth (1992) refers to two possible paradigms. One paradigm suggest dismantling the current system of training teachers. The other paradigm offers a concept through which the current system could be reorganized to include much closer collaboration between K-12 and higher education as well as supporting the empowerment of K-12 teachers as a major part of the training/supervisory partnership that is closely associated with evaluating student teachers. The following discussion is based upon the evaluation process now in place in nine Professional Development Schools including seven elementary, one middle and one high school. Specific attention is given to the overall concept of portfolio evaluation in teacher education and how differentiated evaluation can be conducted.

The concept and operational guidelines of professional development schools vary widely across the nation. Developed around a collaborative focus (Oja, 1990-91), The University of Memphis Professional Development Schools are

based on the concept of true partners engaged in simultaneous renewal of teacher education in selected PreK-12 schools. The collaborative model includes team teaching at both levels, peer curriculum projects, joint research and a valued partnership in teacher training and PreK-12 education.

A Differentiated Model of Evaluation

Cooperating Teachers and a Portfolio System

The collaborative model is based on the idea that classroom teachers can become an equal partner with University Liaisons in the supervision of student teachers. In practice, classroom teachers may be in a better position than their university peers to be of practical assistance to preservice teachers. This concept of teacher-based empowerment enables K-12 teachers, through the use of a differentiated evaluation system, to take a major responsibility for evaluating student teachers. After a training period, cooperating teachers should be prepared to play a legitimate role in determining who meets the standards associated with student teaching and then, recommend alternatives for those who are or are not prepared to teach.

Historically, supervisory and professional licensure roles have been controlled by the university and individual state licensure/certification agencies. During the early 1980's state legislatures passed some 700 pieces of legislation in nearly every state. Based on feedback from student teachers, classroom teachers, and teacher educators, many states have increased the number of student teaching practicum weeks. Although extended time in the classroom is desirable the quality of the supervision and evaluation provided by the cooperating teacher is as much an issue as the amount of time spent in a placement. Two critical elements of this preparedness include a knowledge of clinical supervision techniques and an understanding of how to evaluate teaching.

An understanding of what needs to be done to guide, support and evaluate a student teacher is not typically a part of a classroom teacher's training. Few

professional development activities involve information on the role of cooperating teachers. In a recent study Andrews reported on authentic assessment as an integrated activity in methods classes. (Andrews, 1993-94) The target of our discussion involves a concept of portfolio evaluation which is one element of a broader evaluation concept commonly referred to as "authentic" assessment which we have operationalized in a student teaching setting. The use of a portfolio system is a part of an overall belief that authentic assessment should be a part of the overall student teaching process. Customarily, authentic assessment is described as a content based process commonly associated with a teaching area such as the teaching of reading. (Valencia, Hiebert, and Afflerbach, 1994). The following discussion deals with how to use one particular system of authentic assessment can be used in teacher education, the Practice Teaching Portfolio. For our purposes, the particular portfolio currently in use in the College of Education at the University of Memphis will be described.

Consisting of three major sections, the folder style document includes a front page section with directions and demographic data including dates of placement, conferences and other information. There are also three signature lines for the student teacher, cooperating teacher, and the University Liaison to sign off after three post-teaching conferences. The inside two pages provide for evaluating, on a five point scale, the student teacher in the following areas: 1) planning; 2) communication; 3) leadership; 4) teaching strategies; 5) classroom management; and 6) evaluation. Provision is made in this section for the student teacher to complete a self-rating early during the placement period. Table One shows a sample section . The back of the folder has three blocked areas for comments during the term of a placement.

(Insert Table One about here)

In addition to the use of the reporting mechanism on the portfolio itself, it is beneficial to gather a variety of additional information which can be placed in the portfolio through the placement period. Evidence involving at least five observations in classrooms other than the assigned placement, a typed unit lesson plan (approved

and initialed by the cooperating teacher), a sample lesson plan (approved and initialed by the cooperating teacher), and other work samples or documents as determined by the cooperating teacher. Completion of a daily log is also required for each student teacher.

Student teaching logs include a narrative or anecdotal record/description of feelings and reactions at the end of each day of the placement. Copies of specific journal procedures are available from the authors. The logs are maintained separately (not in the portfolio) by the student teacher and submitted to the university at the conclusion of the placement. The purpose of the log is to assist student teachers in expressing their feelings and perceptions on paper and to hopefully, show a progression of growth in confidence, comfort, and understanding of the teaching process. The logs are reviewed throughout the placement period, perhaps every two weeks, by the University Liaison. Student teaching logs are not to be used directly as a part of the evaluation but as a source of information for the University Liaison. See Table Two for examples of three different student teacher's entries in their logs.

(Insert Table Two about here)

While each cooperating teacher maintains the portfolio and meets jointly with the student teacher and University Liaison, the University Liaison is making evaluative judgments using a different procedure called the "Snapshot Evaluation."

University Liaisons and Snapshot Evaluations

While the cooperating teacher is responsible for conducting three formal evaluations, the University Liaison is involved in a different process of observation. The snapshot evaluation procedure, Elementary Classroom Observation Measure, is a modified version of a procedure used by school administrators during the early 1980's and was most recently used to evaluate the effectiveness of federally funded programs for at-risk learners. (Center for Research in Educational Policy, 1990) This procedure requires the University Liaison to conduct nine unannounced, five minute visits of the student teacher during a ten week placement period. During a five week placement,

five snapshot observations would be expected. Using a very structured instrument, the snapshot observation involves specifically noting a range of specific classroom occurrences that occur within a five minute interval.

In Part One the snapshot instrument contains six major sections and calls for the user to first sketch a view of the classroom setup showing the placement of desks and work areas. Section B contains a checklist of items for a resource inventory (e.g. magazines, television, trade books, sink, maps, computer, puzzles, . . .). Part Two, Classroom make-up and physical environment, contains sections for logging in each visit by month, day, and year along with a section requiring the user to list demographic information about the students, seating, classroom appearance and noise level. The main section of the instrument contains two record keeping pages with three different sections for noting subject observed and orientations (teacher-led, small group, independent . . .), adult behaviors (36 items), and student behaviors (38 items) under teacher and student directed headings. See Table Three for a sample from the adult behaviors section.

(Insert Table Three about here)

The next two pages of the form contain 16 and 13 items each and provide an opportunity to summarize the previous two pages using a four and a three point scale. Two major categories are listed: Teacher (student teacher) behaviors and Overall observations. The final page is allocated to space for the University Liaison to enter notes for each visit. This section is particularly help to explain unexpected or possibly misleading events such as "observed preparation for lunch or observed the aftermath of a clean-up following an art lesson." In some instances the discrete entries noted for specific categories during one five minute observation may provide misleading information if some reference as to what was observed is not provided. It is also useful to plan snapshot visits at different times during the day as well as spaced throughout the placement period.

The use of snapshot evaluations add an additional dimension to the overall portfolio process since the completed snapshot evaluation form is also included in

each student teachers completed portfolio. The use of the snapshot process does not preclude supervisors making longer observations or their participation in demonstration or team teaching. Joint conferences among the student teacher, cooperating teacher, and the University Liaison are recommended but using different data gathering techniques for the cooperating and supervisor.

Applying the concept of a collaborative evaluation process not only creates a more thorough evaluation of student teachers but also provides for a visible, concrete manner through which student teaching performance can be monitored. By combining the use of full lesson observations, snapshot evaluations, logs, related classroom observations, along with lesson and unit plans a authentic record can be developed. Other elements could be added, such as video taped teaching segments or student teacher generated plans or projects. The purpose of using differentiated evaluation procedures is to do a better job evaluating student teachers and ultimately enhance their overall level of performance.

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Table One
Sample From Practice Teaching Portfolio

SELF EVALUATION	PROGRESS REPORT 2		FINAL EVALUATION		
	CT	US	CT	US	
					TEACHING STRATEGIES
___	___	___	___	___	Knowledge of subject matter.
___	___	___	___	___	Provides purpose and description of learning task.
___	___	___	___	___	Provides learners practice and review and includes all students in learning process.
___	___	___	___	___	Establishes and maintains learner involvement by adapting instruction to the learning pace and understanding of students.
___	___	___	___	___	Uses instructional time effectively and efficiently.
___	___	___	___	___	Incorporates problem solving and thinking skills.
___	___	___	___	___	Selects a variety of instructional or media materials.
___	___	___	___	___	Uses teacher created and developed materials.

KEYS TO RATING SCALES	
Progress Reports	**Final Evaluation**
1,2: Needs Improvement	1,2: Inadequate
3,4: Developing	3,4: Meets Performance Expectations
5: Practicing	5: Exceeds Performance Expectations
N/A Not Applicable	N/A Not Applicable

Table Two

Sample Entries in Three Different Student Teaching Logs

September 1993 Sample A

Today I saw something that I knew I would see eventually, but I don't know if I was ready to deal with it. a little girl in the class, who has misbehaved a little, had her mother called by my cooperating teacher. She showed up at school today with her arm all bruised up. she said she got "a whopping" because my cooperating teacher had called her mother.

October 1993 Sample B

I am beginning to get used to the younger children now. The thing that amazes me about 3rd graders is their honesty. They tell everything they know about everyone they know. I overheard something very amusing today and felt certain it was an accurate account.

September 1993 Sample C

I was so nervous worrying about things (do I have everything, will I forget and leave something that I have planned out, etc.) that I woke up at 3:30 a.m. That's not good because today is my long day. After school I have to go to the student teaching seminar. It's gonna be a long day.

I'm using this time in class to write in my journal while the students are writing in theirs.

I got my free-be evaluation today. After I finished my lesson I just wanted to cry. The children had problems understanding the concept I was teaching (place value). I felt like a failure.

But my cooperating teacher and university supervisor kept telling me that is how it is in the real world of teaching. Some days they just don't get it the first time. That's why we learn to reteach.

I think I understand but I just wish it would have been on another day (one that I wasn't being evaluated). I also need to learn how to control the behavior of the children better.

Table Three
Sample from "Snapshot" Evaluation Form

Adult behaviors

Teacher				Other adult			
Explain (provide info)	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Explain (provide info)	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Questioning	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Questioning	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Answer ques.	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Lead grp activity	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Lead grp activity	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Answer ques	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Direct ongoing work	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Direct ongoing work	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Correct/grade	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Correct/grade	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Provides feedbck	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Provides feedbck	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Test	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Test	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Facilitates discussion	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Facilitates discussion	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Oversee	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Oversee	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Read to students	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Read to students	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Transition time	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Transition time	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Manage/give directions	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Manage/give directions	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Control/discipli ne	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Control/discipli ne	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Prepare materials	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Prepare materials	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Observe/listen	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Observe/listen	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Encroachment	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Encroachment	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
Not present	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨	Not present	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨